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**Long Term Mapping - PSHE**

**Key Stage 2**

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|  | | **Cycle 1** | **Cycle 2** | **Cycle 3** | **Cycle 4** |
| **(2022-2023)** | **(2023-2024)** | **(2024 – 2025)** | **(2025 - 2026)** |
| **Autumn** | **1** | **Recognising and Managing Emotions** | **Keeping Safe** | **Healthy Lifestyle** | **Enterprising** |
| **2** | **Keeping Safe** | **British values: Rules and laws** | **Keeping Safe** | **Communities** |
| **Spring** | **1** | **Developing and Maintaining Healthy Relationships** | **RSE** | **Developing and Maintaining Healthy Relationships** | **RSE** |
| **2** | **Citizens** | **Communities** | **Keeping Safe** | **Keeping Safe** |
| **Summer** | **1** | **RSE** | **Negative or Risky Relationships** | **RSE** | **Relationships** |
| **2** | **Equalities: Citizens and Relationships** | **Physical, Mental and Emotional Health and Wellbeing** | **Money** | **Physical, Mental and Emotional Health and Wellbeing** |

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| **MEDIUM-TERM PLANNING**  **PSHE Key Stage 2** | | | | | | | | | | | | | |
| Intent : We will promote, develop, equip and prepare healthy learners for life. | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **CYCLE 1 - 2022-2023** |  | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
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| 7 weeks | | 7 weeks | | | 6 weeks | | 6 weeks | | 5 weeks | | 7 weeks | |
| **Recognising and Managing Emotions**  - Reflect and celebrate achievements.  - Identifying strengths and areas for improvement.  - Setting high aspirations and goals.  - Good and not so good feelings; extending vocabulary and develop skills to explain how they feel.  - Feelings towards others and why?  - Recognise conflicting emotions.  - When is it time to listen? - How to overcome emotions and feelings. | | **Keeping safe**  - Road safety.  - Listening to instructions  - Basic first aid | | | **Developing and Maintaining Healthy Relationships**  - How emotions change as we grow up.  - How our bodies change as they grow up.  - Labelling body parts.  - Using correct vocabulary.  - Menstruation. | | **Citizens**  - Voluntary – what it means?  - Voluntary groups.  - Community groups  - Pressure groups  - Groups in relation to health and wellbeing  - Identity  - Appreciating national, regional, religious and ethnic identities in the UK | | **RSE**  - Naming/labelling body parts.  - Correct vocabulary.  - Knowing function of body parts.  - What to do if any body parts are hurt?  - Who we can talk to? | | **Equalities: Citizens and Relationships**  - Challenging points of view  - Differences and similarities between people; family, cultural, ethnic, racial, religious, age, sex, gender identity, disability.  - Recognise and challenge stereotypes. | |
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| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| What am I good at? What do I like to do? What could I improve at? New school year resolutions. Exploring, naming and role play different emotions – positive and negative. Matching actions to emotions. Sorting positive and negative emotions. How do we express our emotions? Who can we talk to? How can we manage our own emotions in a positive way? | | Stop, look, listen – online activities. Why is traffic dangerous? Identify different types of vehicles. Where is it safe to cross? Magazine collage of vehicles on road and people on footpath. Making own traffic lights. Practical opportunity to carry our road safety activities in school grounds and in community.  Listening and responding to instructions. Stop and go / yes and no – making the right choices.  Risk assessments  Know how to make a clear and efficient call to emergency services if necessary  Concepts of first aid - dealing with common injuries incl. head injuries | | | Sequence photographs from birth to now. Look at how I have changed physically over time. What did I need when I was a baby? How did I get it? What do I need now? How do I get it?  Friendships are important Characteristics of positive friendship  Identifying and role playing emotions – using emotions cards and story card. Use body boards to label body parts. Mr Potato head /build a body  Where and how to seek support if you are worried about your own or someone else’s mental health. | | Who is a volunteer?  Why do people volunteer?  Why do we need volunteers in our communities?  Fundraisers. Supporting people. Role play.  The benefits of community participation, voluntary and service based activity on mental wellbeing and happiness | | Identifying a range of body parts – body boards.  Why is it important to use the “right” name? Who will listen to us? At home? In school? Other methods? Covering up.  Private and public  Who to tell  Growing up  Facts about puberty and the changing adolescent body incl puberty – physical and emotional changes | | What makes us the same?  What makes us different? How we look? What we like / don’t like to do / to eat / to watch on TV? Our families? Our friends?  Isolation and loneliness can affect children – who to talk to? Bullying has a negative and long lasting impact on mental well being. The importance of respecting others even when they are very different eg physically or in temperament, make different choices or have different beliefs | |
| **VOCABULARY** | | | | | | | | | | | | |
| Achievement  Success  Feelings  Conflict  Mental health | | Aware  Danger  Safety  Traffic  Decisions | | | Change  Emotionally  Physically  Friendship  Mental health | | Fundraising  Voluntary  Community  Support  Assistance  Well being | | Correct names for body parts  “Slang” names for body parts  Support  Advice  Physical change  Emotional change | | Differences  Similarities  Opinions  Choices  Bullying | |
| **IMPLEMENTATION** | | | | | | | | | | | | |
| **Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus**  <https://www.youtube.com/watch?v=igmU0b65WCU&safe=active> | | | | | | | | | | | | |
| **Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate**  **Week 7: Assessment** | | **Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate**  **Week 7: Assessment** | | | **Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate**  **Week 6: Assessment** | | **Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate**  **Week 6: Assessment** | | **Week 1- 4: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate**  **Week 5: Assessment** | | **Week 1- 7: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate**  **Week 8: Assessment** | |
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| **MEDIUM-TERM PLANNING**  **PSHE Key Stage 2** | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **CYCLE 2 – 2023-24** |  | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
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| 7 weeks | | 7 weeks | | | 6 weeks | | 6 weeks | | 5 weeks | | 7 weeks | |
| **Keeping Safe**  - Rail safety.  - Water safety.  - Safety in the home  - Fire safety.  - Basic first aid | | **British values: Rules and laws**  - Research, discuss and debate topical issues, problems and events concerning health and wellbeing.  - How and why rules and laws protect us, why they’re made and enforced?  - Different rules in different situations.  - Take part in making changes and rules.  - Human rights. | | | **RSE**  - Public and private places.  - Puberty.  - Menstruation.  - Masturbation.  - Wet dreams. | | **Communities**  - Antisocial and aggressive behaviours.  - Discrimination and bullying of individuals and communities.  - Rights and responsibilities in the environment, including home and school.  - Being part of communities. | | **Negative or Risky Relationships**  - Bullying.  - Online relationships- people sometimes behave differently online pretending.  - Bulling on the internet.  - Bullying via mobile phones. - Who to talk to and why it’s important.  - Negative relationships in families.  - Arguments and resolving arguments.  - Making and keeping good friends.  - Abuse – what is it, who to talk to, getting help. | | **Physical, Mental and Emotional Health and Wellbeing**  - Recognise how images in the media does not always reflect reality.  - How does the media affect how people feel about themselves.  - Change and transition in to Key Stage 3.  - Loss, separation, divorce and bereavement. | |
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| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| Risk assessments  Assessing the scene. What are the possible dangers in images of roads / railways / fires  Know how to make a clear and efficient call to emergency services if necessary  Concepts of first aid - dealing with common injuries incl. head injuries. Bandages, pressure on to bleeding. | | What are rules? Why do we need them? What would happen if the rules were not there?  Home rules  School rules  How would you change them? What rules would you like to bring in at home / at school? Are they reasonable – fair to all?  Make up own class rules  Government and MPs make our rules. How are they chosen to represent us? Hold a class election.  Look at some important rules in the world around us. | | | Personal space  Recap on body parts – correct terminology  Read “Hair in funny places”  Sweating / deodorant  Facts about puberty and the changing adolescent body incl. puberty – physical and emotional changes  Menstrual wellbeing | | The importance of respecting others even when they are very different eg physically or in temperament, make different choices or have different beliefs  Conventions of manners and courtesy  Importance of self respect and how this links to own happiness | | What is bullying?  Emotional, physical, online.  Role play scenarios of bullying and explain how they could make you feel. Good friend / bad friend characteristics  Friendships have ups and downs – can often be worked through and resorting to violence is never right  How to recognise who to trust / not trust? – where to seek help or advice if needed.  How to critically consider relationships online. The rules and principles for keeping safe online.  Boundaries Bullying has a negative and long lasting impact on mental well being. Social media, trolling and harassment. | | What is real and not real – cartoons / superheroes / airbrushed photos? What a stereotype is and how they can be unfair / negative / destructive.  The characteristics and mental and physical benefits of an active lifestyle  Importance of regular exercise built into routines and how to achieve this  Risks associated with an inactive lifestyle – incl obesity. Exercise regime. How and who to speak to if you are concerned about your health – mental health or physical health  Simple self care techniques – relaxation, time with friends, hobbies and interests  Isolation and loneliness can affect children – who to talk to? | |
| **VOCABULARY** | | | | | | | | | | | | |
| Railways  River  Dangerous  Safe  Risk | | Rules  Responsibilities  Protect  Change  Health and wellbeing | | | Correct terms for body parts  Slang terms for body parts  Menstruation  Masturbation  Public  Private  Changes | | Communities  Negative conduct  Bullying  Anti-social behaviour  Choices  Respect | | Negative  Cyber bullying  Trolling  Abuse  Choices  Support | | Stereotypes  Reality vs image  Change  Transition  Lifestyle choices  Mental health | |
| **IMPLEMENTATION** | | | | | | | | | | | | |
| **Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus**  <https://www.youtube.com/watch?v=igmU0b65WCU&safe=active> | | | | | | | | | | | | |
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| **MEDIUM-TERM PLANNING**  **PSHE Key Stage 2** | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **CYCLE 3 – 2024 - 25** |  | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
|  | |  | | |  | |  | |  | |  | |
| 7 weeks | | 7 weeks | | | 6 weeks | | 6 weeks | | 5 weeks | | 7 weeks | |
| **Healthy Lifestyle**  - Understanding the concept of a ‘balanced lifestyle.’  - Recognise the opportunities available to make their own choices about food.  - What might influence their choices and the benefits of eating a balanced diet.  - Who is responsible for helping us stay healthy  - What ways can these people help? | | **Keeping Safe**  - What is health and safety?  - School rules about health and safety.  - Basic emergency procedures.  - Basic first aid  - Where and how to get help in school, at home, in the community?  - Internet safety. How to stay safe online – rules and principles, how to risk harmful content and contact and how to report them. | | | **Developing and Maintaining Healthy Relationships**  - Different types of relationships including friendships.  - Recognising feelings for others.  - Positive, healthy relationships and how to have and keep them. -Recognising unhealthy relationships and who to talk to.  - Marriage/civil partnerships  - Working towards shared goals.  - Bullying.  - Recognise and manage ‘dares.’ | | **Keeping Safe**  - Basic bacteria and viruses and how we can stay safe by keeping clean.  - Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources – peers and media.  - Recognising how to ask for help.  - Basic techniques for resisting pressure to do something dangerous, unhealthy or wrong | | **RSE**  - Naming/labelling body parts.  - Correct vocabulary.  - Knowing function of body parts.  - What to do if any body parts are hurt.  - Who we can talk to? | | **Money**  - Where it comes from?  - Role of money.  - How it’s important.  - Managing money.  - Savings.  - ‘Loans’, ‘interest’ people borrowing money. | |
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| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| What constitutes a healthy diet – incl. calories and nutritional content  The principles of planning and preparing a range of healthy meals  The characteristics and risks of a poor diet – obesity – and other behaviours eg impact of alcohol  Facts about legal and illegal harmful substances and associated risk incl. smoking, alcohol misuse and drug taking  How to recognise early signs of physical illness – weight loss, unexplained changes | | Risk assessments  Know how to make a clear and efficient call to emergency services if necessary  Concepts of first aid - dealing with common injuries incl. head injuries  Internet has many benefits but can have negative impact – time, money, mental health. Consider impacts of behaviour on others and know how to be respectful online. Computer games – age restriction. How and where to report concerns | | | Families and those who care for me – why we need our families- How others families might be different but need to be stable and caring – the formal and legal rights of civil partnerships  Talk about range of emotions and why we might feel them  How to recognise and talk about emotions  How to judge if emotions are appropriate  Isolation and loneliness can affect children – who to talk to? Bullying has a negative and long lasting impact on mental well being | | About dental health and the benefits of good oral hygiene incl. visit to the dentist  Personal hygiene and germs incl. bacteria, viruses, how they are spread and the importance of handwashing  Covid 19  Allergies, immunisations and vaccination. | | Personal space  Recap on body parts – correct terminology  Read “Hair in funny places”  Sweating / deodorant  Facts about puberty and the changing adolescent body incl puberty – physical and emotional changes  Menstrual wellbeing | | Role play shopping. And exchanging money for goods. Making the right decisions. To save or to spend?  Pocket money? Money for “jobs” at home? Earning money in class for completing tasks. What do you spend money on? Wish list. What would you spend you money on? Yourself r a friend or family member?  What things need to be bought at home? List of expenses – food, house rent, electricity, car …  What could we do if there was no money? | |
| **VOCABULARY** | | | | | | | | | | | | |
| Physical health  Lifestyle choices  Balanced diet  Exercise  Support  Illness  Illegal and harmful substances | | Safety  Danger  First aid  Internet safety  Support | | | Healthy relationships  Families  Differences  Emotions  Positive  Negatice | | Illness  Bacteria  Virus  Immunisation  Medication  Prevention | | Correct terms for body parts  Slang terms for body parts  Menstruation  Masturbation  Public  Private  Changes | | Money  Savings  Expenses  Choices | |
| **IMPLEMENTATION** | | | | | | | | | | | | |
| **Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus**  <https://www.youtube.com/watch?v=igmU0b65WCU&safe=active> | | | | | | | | | | | | |
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| **MEDIUM-TERM PLANNING**  **PSHE Key Stage 2** | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **CYCLE 4 – 2025-26** |  | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
|  | |  | | |  | |  | |  | |  | |
| 7 weeks | | 7 weeks | | | 6 weeks | | 6 weeks | | 5 weeks | | 7 weeks | |
| **Enterprising**  - What does “Enterprise” mean? What does it mean to be “enterprising”?  - Skills we need.  - Embark on a project. | | **Communities**  - Institutions that support communities; locally and nationally.  - Life of people in other countries with different values and customs.  - How to respond to different values and customs.  - What is being part of a community? | | | **RSE**  - Naming/labelling body parts.  - Correct vocabulary.  - Knowing function of body parts. ]  - What to do if any body parts are hurt / start to change?  - Who we can talk to? | | **Keeping Safe**  -What is the  difference between the terms ;risk’, ‘danger’ and ‘hazard’?  - How to recognise risk, predicting it and assessing it.  - How to manage risk (including road)  - Building resilience.  - Independence brings increased responsibility to themselves and others keep safe. | | **Relationships**  - Physical contact – what is acceptable and unacceptable?  - How to respond to this?  - Keeping information ‘confidential’ or a ‘secret’ – when we should or should not agree to this?  - Respect for people  - Feeling confident.  - Recognising and caring about other people’s feelings. | | **Physical, Mental and Emotional Health and Wellbeing**  - What things positively affect their physical, mental and emotional health?  - What negatively affects their physical, mental and emotional health?  - How does the media affect physical, emotional and mental health?  - What is a habit?  - What positive habits could you develop?  - What negative habits could you develop?  - Why they can be hard to change? | |
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| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| Research “Enterprise.”  Look at previous enterprise activities in school  Ideas to make money. Research  Business plan  Sharing out the activities in the group | | School community  Family community  Home community  The importance of respecting others even when they are very different eg physically or in temperament, make different choices or have different beliefs  Conventions of manners and courtesy  Importance of self respect and how this links to own happiness | | | Facts about puberty and the changing adolescent body incl puberty – physical and emotional changes  Menstrual wellbeing | | Risk assessments  Know how to make a clear and efficient call to emergency services if necessary  Stranger danger | | Isolation and loneliness can affect children – who to talk to? Bullying has a negative and long lasting impact on mental well being. How to recognise if family relationships are making them unhappy and how to seek advice or help.  Boundaries. Concept of privacy – not all secrets should be kept. Appropriate or inappropriate contact  How to respond safely and appropriately to unknown adults | | The importance of sleep and how lack of it can alter weight, mood and learning ability.  The characteristics and mental and physical benefits of an active lifestyle  Importance of regular exercise built into routines and how to achieve this  Risks associated with an inactive lifestyle – incl obesity. How and who to speak to if you are concerned about your health – mental wellbeing or physical health. | |
| **VOCABULARY** | | | | | | | | | | | | |
| Enterprise  Business plan  Research  Creation | | Community  Respect  Difference  Manner  Self-respect | | | Correct terms for body parts  Slang terms for body parts  Puberty  Emotional changes  Physical changes  Supprt | | Safe  Danger  Risk assessment  Responsibility  First aid | | Relationships  Appropriate  Inappropriate  Confidence  Emotions  Support | | Health  Well being  Positive  Negative  Physical health  Choices | |
| **IMPLEMENTATION** | | | | | | | | | | | | |
| **Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus**  <https://www.youtube.com/watch?v=igmU0b65WCU&safe=active> | | | | | | | | | | | | |
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